

# Noel Park Day Care Centre

Maurice Avenue, Noel Park, London, N22 6PU



## Inspection date

29 September 2017

Previous inspection date

10 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Key persons have a good understanding of the learning and developmental needs of the children they care for.
- Staff communicate effectively with parents, sharing information about children. Parents comment that they feel involved and have a good understanding of their child's needs and current stage of development.
- Leaders and staff have created a very well resourced and stimulating learning environment, inside and outside. This covers all areas of learning and development and helps to promote positive outcomes for children.
- Children are emotionally secure and self-assured. They respond well to the warm, caring staff. Staff are positive role models and form good relationships with children. These trusting relationships support children to become emotionally prepared for school.
- Leaders have high expectations of what children can accomplish. For example, they monitor and evaluate the provision to help ensure consistency in supporting children's learning and development.

### It is not yet outstanding because:

- Some staff do not recognise when to support children to follow their interests to extend their learning.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the monitoring of staff practice to identify how to provide more targeted support for individual staff to continually raise the quality of teaching.

### Inspection activities

- The inspector observed activities throughout the provision.
- The inspector spoke to some parents and children to take their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures.
- The inspector looked at staff records, including their suitability to work with children.

### Inspector

Havva Pavli

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are good arrangements in place to check the ongoing suitability of staff. For example, leaders provide supervision sessions, appraisals and reflective sessions, and set targets for staff so they can further develop their skills. Staff attend training to strengthen their teaching. Leaders evaluate the provision effectively. They seek the views of parents, children and staff to improve practice. They keep accurate records of children's progress and monitor and evaluate data to make improvements were required. Leaders have also completed various projects to help promote mathematics, literacy, and personal, social and emotional development. These projects have had a positive impact on children's learning.

### Quality of teaching, learning and assessment is good

Staff observe and assess the children in their play. This enables them to monitor their progress in order to effectively meet their needs. Staff identify where a child may not be making typical progress and provide support to help them catch up. Activities are adapted to suit the needs of the children. For example, very young children use the glitter tray to draw out shapes with their fingers enabling them to make marks, while older children are encouraged to use pencils or felt tips and markers. Early reading skills are promoted well. For example, children ask staff to set up the on the interactive whiteboard. Children sing and sound out the letters of the alphabet. Staff skilfully reshape activities when children lose interest in order to keep them engaged.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and stimulating environment where children flourish. The activities are age appropriate, and motivate and stimulate children to learn. Children are encouraged to adopt a healthy lifestyle. For example, snacks are healthy and the outside area highly promotes physical exercise and movement. The key-person system helps to ensure children are emotionally prepared for their next stages of development. For example, staff take children to visit the primary school they will be attending. This enables children to feel secure because of the familiarity of the staff. Children go on various outings, such as to the library. This helps them to learn about their community and beyond. Diversity is celebrated well. Children, staff and parents celebrate cultural events together. For example, parents contribute to the cooking of food and dress in ethnic clothing.

### Outcomes for children are good

Outcomes for children are good. Children become independent and learn to develop their own risk-taking skills. For example, young children climb up the climbing wall in the garden. When they reach the top they stop and wait for staff to help them down. Children feed themselves independently and learn early writing and mathematics skills. Children are confident in their decision making and know what they want to play with.

## Setting details

<b>Unique reference number</b>	EY303155
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1061883
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	43
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	New Age Childcare Services Limited
<b>Registered person unique reference number</b>	RP910223
<b>Date of previous inspection</b>	10 June 2013
<b>Telephone number</b>	020 8881 8585

Noel Park Day Care Centre registered in 2005. The centre is open from 8am to 6pm every weekday for 48 weeks of the year. The centre receives funding to provide free early education for children aged three and four. There are 13 members of staff who work directly with children. Of these, eight hold early years qualifications from level 2 and level 6.

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